Use of student portfolios by elementary teachers

Portfolios are a collection of student-generated works that can indicate the range and extent of a student's performance and growth. Advocates of portfolios argue that they can be fully integrated into the curriculum, that they are a good device for engaging students and supporting effective curricula, instruction, and student teaming, and can be used to compare student achievement across classrooms or schools.

■ In the 1994–95 school year, 72 percent of public elementary teachers used student portfolios compared to 63 percent of private elementary teachers. Of those elementary teachers who used student portfolios, about 80 percent reported using them for more than one subject.

■ Less experienced public elementary teachers (those with less than 4 years of teaching experience) were more likely to use student portfolios than elementary teachers with 4 or more years of teaching experience (79 versus 72 percent, respectively).

■ Of those who used student portfolios, private elementary teachers were more likely to use them at least once a week to communicate student progress to parents and to determine student grades than were public elementary teachers.

■ Of those who used student portfolios, public elementary teachers with 4 or more years of teaching experience were more likely to use student portfolios at least once a week to diagnose student learning problems and to make decisions about student placement than were less experienced public elementary teachers (those with less than 4 years of teaching experience).

Percentage of elementary teachers[1] who used student portfolios and how portfolios were used, by control of school and years of teaching experience: School year 1994–95

Portfolio uses	Public			Private		
	Total	Less than 4 years	4 or more years	Total	Less than 4 years	4 or more years
Total teachers who used student portfolios	**72.4**	**79.0**	**71.6**	**63.0**	**55.4**	**64.5**
Of those teachers who used student portfolios, those who used them for more than one subject	79.0	89.6	77.4	80.0	83.7	79.4
Teachers using student portfolios who reported using them at least once a week[2] in the following ways						
Training students to reflect upon and/or assess each piece of work	37.2	35.0	37.6	38.0	35.8	38.3
Training students to reflect upon and/or assess their overall progress	30.9	25.3	31.8	33.0	29.2	33.6
Communicating student progress to parents	17.5	18.1	17.5	25.7	21.6	26.3
Determining student grades or other formal progress reports	21.7	17.9	22.2	29.6	25.8	30.3
Planning for future lessons	48.0	41.7	48.9	49.4	44.5	50.2
Diagnosing student learning problems	52.6	39.4	54.5	47.8	47.8	47.8
Making informed decisions about student placement	24.4	15.7	25.7	18.5	17.3	18.7
Providing information for program/school accountability	11.8	9.0	12.2	17.3	7.1	19.0

[1] Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Elementary teachers' use of student portfolios: School year 1994–95
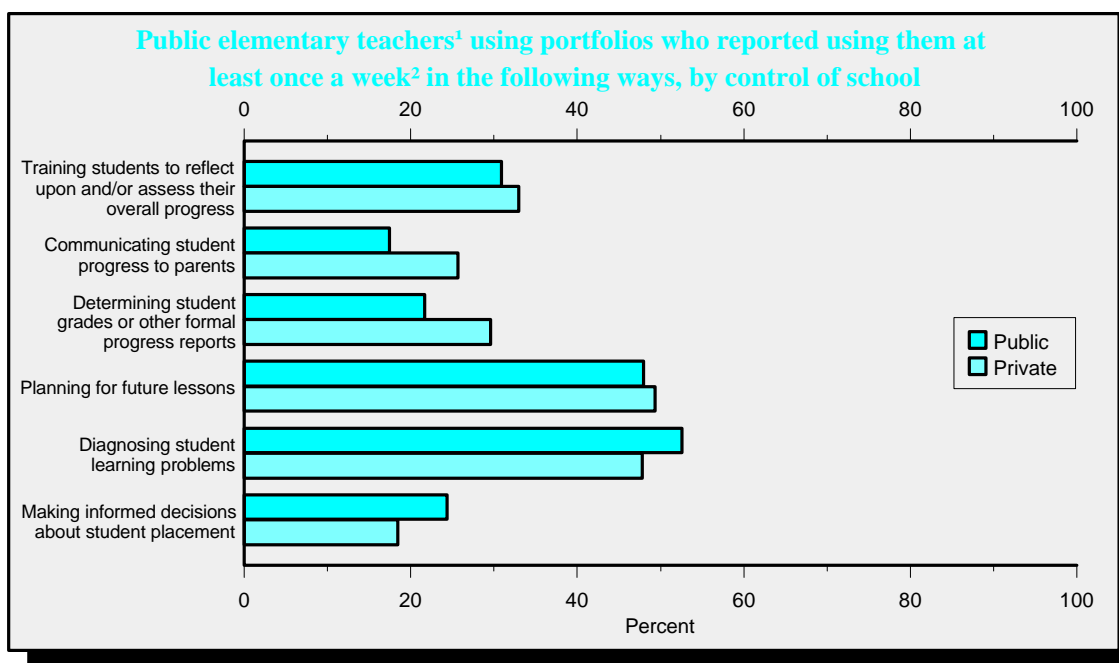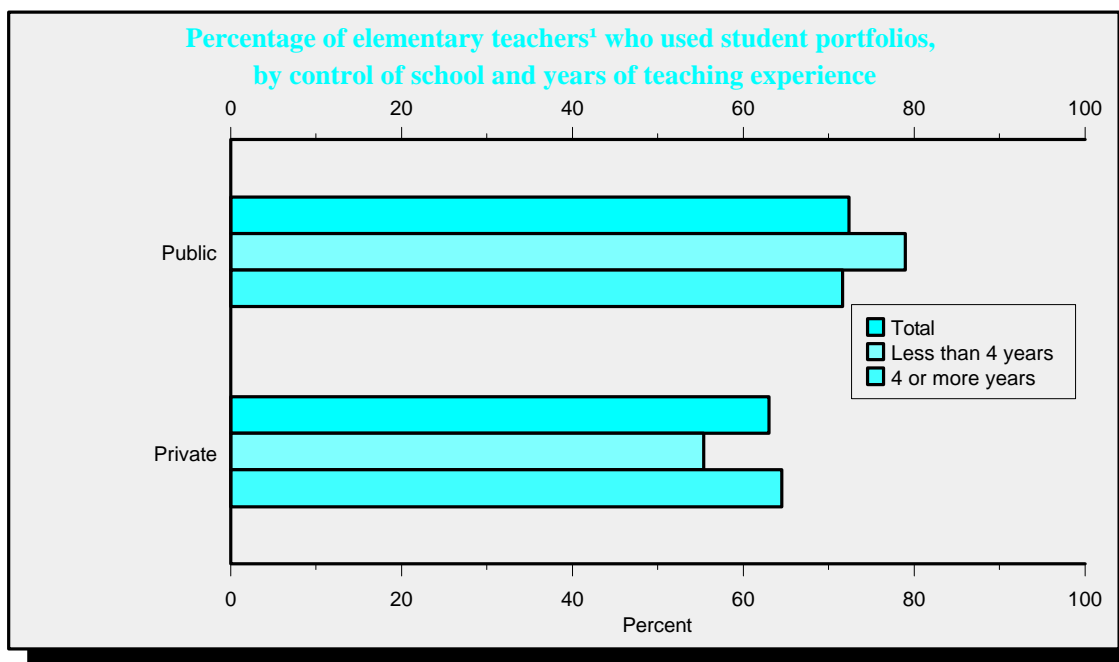
Percentage of elementary teachers[1] who used student portfolios, by control of school and years of teaching experience

Legend:
- Total
- Less than 4 years
- 4 or more years

Categories: Public, Private

X-axis: Percent (0, 20, 40, 60, 80, 100)

Public elementary teachers[1] using portfolios who reported using them at least once a week[2] in the following ways, by control of school

Legend:
- Public
- Private

Categories:
- Training students to reflect upon and/or assess their overall progress
- Communicating student progress to parents
- Determining student grades or other formal progress reports
- Planning for future lessons
- Diagnosing student learning problems
- Making informed decisions about student placement

X-axis: Percent (0, 20, 40, 60, 80, 100)

[1] Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Percentage of elementary teachers[1] who used student portfolios and how portfolios were used, by control of school and years of teaching experience: School year 1994–95

Portfolio uses	Public			Private		
	Total	Less than 4 years	4 or more years	Total	Less than 4 years	4 or more years
Total teachers who used student portfolios	**72.4**	**79.0**	**71.6**	**63.0**	**55.4**	**64.5**
Of those teachers who used student portfolios, those who used them for more than one subject	79.0	89.6	77.4	80.0	83.7	79.4
Teachers using student portfolios who reported using them at least once a week[2] in the following ways						
Training students to reflect upon and/or assess each piece of work	37.2	35.0	37.6	38.0	35.8	38.3
Training students to reflect upon and/or assess their overall progress	30.9	25.3	31.8	33.0	29.2	33.6
Communicating student progress to parents	17.5	18.1	17.5	25.7	21.6	26.3
Determining student grades or other formal progress reports	21.7	17.9	22.2	29.6	25.8	30.3
Planning for future lessons	48.0	41.7	48.9	49.4	44.5	50.2
Diagnosing student learning problems	52.6	39.4	54.5	47.8	47.8	47.8
Making informed decisions about student placement	24.4	15.7	25.7	18.5	17.3	18.7
Providing information for program/school accountability	11.8	9.0	12.2	17.3	7.1	19.0

[1] Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 38-1 Percentage of public elementary teachers[1] who used student portfolios and how portfolios were used, by urbanicity and percentage of minority students enrolled: School year 1994–95

Portfolio uses	Urbanicity			Percentage of minority students enrolled	
	Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
Total teachers who used student portfolios	75.5	72.1	70.6	70.1	74.2
Of those teachers who used student portfolios, those who used them for more than one subject	78.9	79.1	78.9	73.3	86.8
Teachers using student portfolios who reported using them at least once a week[2] in the following ways:					
Training students to reflect upon and/or assess each piece of work	41.5	31.3	39.3	30.0	43.7
Training students to reflect upon and/or assess their overall progress	32.1	25.9	34.5	25.1	38.7
Communicating student progress to parents	18.9	17.3	16.7	10.0	24.6
Determining student grades or other formal progress reports	23.7	17.5	23.9	16.4	29.5
Planning for future lessons	54.6	36.5	53.3	36.2	60.3
Diagnosing student learning problems	60.6	42.4	55.4	39.9	66.4
Making informed decisions about student placement	25.1	20.4	27.5	15.3	32.5
Providing information for program/school accountability	18.2	7.3	10.8	8.0	14.0

[1] Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught

in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 38-2   Percentage of public elementary teachers[1] who used student portfolios and how portfolios were used, by percentage of students eligible for free or reduced-price lunch: School year 1994–95

Portfolio uses	Percentage of students eligible for free or reduced-price lunch			
	0–5	6–20	21–40	41 or more
Total teachers who used student portfolios	66.0	71.4	66.4	76.0
Of those teachers who used student portfolios, those who used them for more than one subject	81.2	74.2	71.7	86.5
Teachers using student portfolios who reported using them at least once a week[2] in the following ways:				
Training students to reflect upon and/or assess each piece of work	25.8	21.2	36.5	46.6
Training students to reflect upon and/or assess their overall progress	12.4	21.6	28.4	41.3
Communicating student progress to parents	12.0	12.2	16.6	21.3
Determining student grades or other formal progress reports	—	14.9	20.8	32.3
Planning for future lessons	15.4	40.5	41.4	60.7
Diagnosing student learning problems	46.5	40.8	45.9	65.1
Making informed decisions about student placement	—	14.9	28.9	30.8
Providing information for program/school accountability	11.6	9.3	5.4	13.6

— Too few sample observations for a reliable estimate.

[1] Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught

in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 38-3   Percentage of elementary teachers* using student portfolios who used them for specific types of work and subject areas, and those who received directives and suggestions on the use of student portfolios, by control of school and years of teaching experience: School year 1994–95

Types of work and subject areas	Public			Private		
	Total	Less than 4 years	4 or more years	Total	Less than 4 years	4 or more years
Types of work						
Worksheets	52.3	49.9	52.6	66.2	66.5	66.1
Open-ended problems	45.9	48.3	45.6	39.3	35.4	39.9
Exploratory investigation	31.3	32.0	31.2	29.2	33.3	28.5
Long-term projects	40.5	45.6	39.8	50.3	39.4	52.2
Interdisciplinary problems	23.5	18.5	24.3	23.9	23.4	24.0
Journal entries	61.3	65.2	60.8	45.6	46.6	45.4
Regularly assigned homework	28.8	29.0	28.7	39.2	25.2	41.5
Self-reflective writing	67.7	68.8	67.6	59.2	51.0	60.6
Narrative writing	68.5	64.1	69.1	57.6	68.8	55.8
Audio/video examples	9.4	8.1	9.6	—	—	—
Group work	30.6	32.8	30.3	35.2	32.1	35.7
Independent work	75.2	74.4	75.3	76.4	76.7	76.3
Tests and assessments	60.9	59.1	61.1	68.2	67.1	68.4
Subject areas						
English/language arts	84.6	89.7	83.9	87.0	92.6	86.1
Mathematics	60.8	71.1	59.3	61.1	59.0	61.4
Reading	62.3	71.1	61.0	63.7	60.3	64.3
Social studies	40.7	37.9	41.2	43.9	40.5	44.5
Science	36.4	35.0	36.6	43.6	40.1	44.2
Art	24.0	26.6	23.6	21.5	26.5	20.7
Other	6.6	7.8	6.5	—	—	—
Source of directives and suggestions						
School administration	48.0	52.3	47.6	49.8	50.1	49.7
School committee or task force	41.4	41.1	41.4	21.0	17.8	21.5
District staff	39.9	37.1	40.3	10.7	15.8	9.8
District committee or task force	35.5	32.9	35.9	9.7	9.1	9.8
State administration	19.6	23.8	19.0	8.9	13.3	8.2
State committee or task force	16.4	22.4	15.5	8.1	8.0	8.1
Classroom teacher	90.5	95.2	89.8	94.0	90.9	94.5
Students	63.0	68.4	62.2	55.6	47.6	57.0
Other	12.9	9.8	13.3	9.9	10.7	9.8

— Too few sample observations for a reliable estimate.

* Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 38-4   Percentage of public elementary teachers* using student portfolios who used them for specific types of work and subject areas, and those who received directives and suggestions on the use of student portfolios, by urbanicity and percentage of minority students enrolled: School year 1994–95

| Types of work and subject areas | Urbanicity | | | | Percentage of minority students enrolled | |
	Central city	Urban fringe/ large town	Rural/ small town		Less than 20 percent	20 percent or more
Types of work						
Worksheets	56.0	42.6	58.0		46.7	59.3
Open-ended problems	46.9	48.8	42.5		46.9	46.6
Exploratory investigation	34.0	33.0	27.8		32.1	32.8
Long-term projects	34.6	44.8	41.2		46.8	36.7
Interdisciplinary problems	17.8	24.4	27.2		26.3	21.9
Journal entries	63.0	65.9	55.9		61.3	59.6
Regularly assigned homework	34.0	19.8	32.7		25.4	35.2
Self-reflective writing	61.5	71.0	69.6		71.1	63.4
Narrative writing	70.0	69.0	66.8		68.0	67.4
Audio/video examples	7.0	10.4	10.3		10.1	10.2
Group work	31.9	25.7	34.1		30.7	32.0
Independent work	68.7	76.5	79.1		75.5	75.4
Tests and assessments	65.4	57.5	60.4		53.7	69.2
Subject areas						
English/language arts	81.8	88.2	83.6		84.4	85.0
Mathematics	62.0	62.9	58.1		56.1	68.1
Reading	69.2	56.9	61.9		56.8	71.2
Social studies	48.5	40.6	34.9		35.6	47.3
Science	38.4	36.8	34.4		33.3	41.9
Art	25.3	30.2	17.3		20.9	26.9
Other	6.5	10.4	3.4		7.4	5.4
Source of directives and suggestions						
School administration	48.6	57.0	39.4		40.3	55.3
School committee or task force	40.0	48.4	36.2		39.0	41.6
District staff	38.8	44.3	36.6		34.7	45.3
District committee or task force	32.1	44.9	29.8		30.5	39.5
State administration	18.9	18.6	21.1		13.3	24.4
State committee or task force	15.7	16.7	16.7		11.4	19.7
Classroom teacher	91.8	86.5	92.9		92.4	88.9
Students	56.5	63.3	67.8		72.7	55.1
Other	17.5	16.4	6.1		10.6	17.2

* Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 38-5   Percentage of public elementary teachers* using student portfolios who used them for specific types of work and subject areas, and those who received directives and suggestions on on the use of student portfolios, by percentage of students eligible for free or reduced-price lunch: School year 1994–95

Types of work and subject areas	0–5	6–20	21–40	41 or more
Types of work				
Worksheets	52.1	36.3	49.3	61.6
Open-ended problems	45.9	56.5	42.4	41.8
Exploratory investigation	39.1	36.6	32.9	27.5
Long-term projects	64.9	38.4	41.9	38.6
Interdisciplinary problems	30.7	26.2	19.9	23.9
Journal entries	58.3	62.1	67.4	54.6
Regularly assigned homework	13.2	16.9	29.3	39.3
Self-reflective writing	81.3	71.2	61.7	34.4
Narrative writing	68.9	68.6	71.5	64.7
Audio/video examples	20.0	8.5	2.6	12.3
Group work	34.4	29.9	31.5	30.4
Independent work	70.3	72.3	72.9	79.4
Tests and assessments	67.9	52.4	60.4	65.4
Subject areas				
English/language arts	88.5	87.8	82.7	82.5
Mathematics	64.6	55.0	61.0	64.9
Reading	60.3	59.2	52.1	71.7
Social studies	50.3	36.0	34.4	44.1
Science	50.9	30.0	29.2	40.7
Art	31.4	16.0	21.1	27.1
Other	5.8	9.2	8.5	4.5
Source of directives and suggestions				
School administration	48.1	48.7	37.2	51.4
School committee or task force	43.3	44.6	43.2	34.7
District staff	25.3	39.0	36.7	44.5
District committee or task force	26.7	39.2	27.0	35.9
State administration	14.4	12.5	14.5	23.4
State committee or task force	6.8	14.2	12.9	17.8
Classroom teacher	100.0	89.8	86.3	91.0
Students	75.5	66.8	77.5	55.9
Other	17.8	14.0	9.4	14.5

* Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S38 Standard errors for the text table in _Indicator 38_

Portfolio uses	Public			Private		
	Total	Less than 4 years	4 or more years	Total	Less than 4 years	4 or more years
Total teachers who used student portfolios	**2.0**	**2.9**	**2.2**	**2.9**	**3.8**	**3.3**
Of those teachers who used student portfolios, those						
who used them for more than one subject	2.5	2.0	2.8	2.7	4.1	3.2
Teachers using student portfolios who reported using them at least once a week in the following ways						
Training students to reflect upon and/or assess						
each piece of work	2.3	4.0	2.6	3.0	5.5	3.5
Training students to reflect upon and/or assess						
their overall progress	2.3	3.9	2.5	3.2	4.8	3.7
Communicating student progress to parents	1.7	3.2	1.8	2.9	4.3	3.2
Determining student grades or other formal						
progress reports	2.3	2.5	2.6	3.0	5.5	3.3
Planning for future lessons	2.6	3.4	2.9	3.3	5.6	3.9
Diagnosing student learning problems	2.4	3.4	2.7	2.9	6.0	3.4
Making informed decisions about student placement	2.0	2.8	2.3	2.6	4.4	3.0
Providing information for program/school accountability	1.6	2.2	1.8	2.2	3.0	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S38-1   Standard errors for table 38-1

Portfolio uses	Urbanicity			Percentage of minority students enrolled	
	Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
Total teachers who used student portfolios	3.6	3.6	3.5	4.0	2.7
Of those teachers who used student portfolios, those who used them for more than one subject	2.0	1.6	0.7	1.1	1.3
Teachers using student portfolios who reported using them at least once a week in the following ways:					
Training students to reflect upon and/or assess each piece of work	4.6	4.3	4.4	3.1	3.8
Training students to reflect upon and/or assess their overall progress	3.6	3.9	4.1	3.8	3.7
Communicating student progress to parents	3.5	3.6	2.8	2.3	3.1
Determining student grades or other formal progress reports	3.8	4.3	3.9	3.2	3.4
Planning for future lessons	5.6	4.8	4.4	3.9	4.2
Diagnosing student learning problems	5.2	4.9	3.5	2.8	4.1
Making informed decisions about student placement	3.8	4.1	3.7	2.8	3.5
Providing information for program/school accountability	3.8	1.9	2.9	2.3	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S38-2 Standard errors for table 38-2

Portfolio uses	Percentage of students eligible for free or reduced-price lunch			
	0–5	6–20	21–40	41 or more
Total teachers who used student portfolios	7.4	5.0	5.2	2.6
Of those teachers who used student portfolios, those who used them for more than one subject	6.3	1.5	1.6	1.3
Teachers using student portfolios who reported using them at least once a week in the following ways:				
Training students to reflect upon and/or assess each piece of work	9.7	4.2	5.9	3.7
Training students to reflect upon and/or assess their overall progress	9.0	4.8	5.0	4.0
Communicating student progress to parents	7.7	4.2	4.3	3.0
Determining student grades or other formal progress reports	—	5.3	4.7	3.7
Planning for future lessons	5.9	5.6	6.2	4.1
Diagnosing student learning problems	10.8	5.7	5.4	3.7
Making informed decisions about student placement	—	3.3	5.4	3.6
Providing information for program/school accountability	6.3	3.9	2.7	2.6

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S38-3   Standard errors for table 38-3

Types of work and subject areas	Public				Private		
	Total	Less than 4 years	4 or more years		Total	Less than 4 years	4 or more years
Types of work							
Worksheets	2.8	4.3	3.0		3.9	5.1	4.6
Open-ended problems	3.1	4.6	3.4		3.1	4.4	3.5
Exploratory investigation	2.4	3.1	2.7		3.5	5.2	4.1
Long-term projects	2.8	4.4	3.1		3.7	4.8	4.1
Interdisciplinary problems	2.3	2.9	2.6		3.6	3.7	4.0
Journal entries	3.0	3.6	3.4		3.8	5.5	4.1
Regularly assigned homework	2.5	3.8	2.8		3.6	3.9	4.1
Self-reflective writing	1.8	3.5	3.1		3.3	4.3	3.8
Narrative writing	2.4	3.5	2.7		3.5	4.9	4.1
Audio/video examples	1.6	2.3	1.7		—	—	—
Group work	2.7	3.4	3.0		3.1	5.0	3.6
Independent work	2.3	3.2	2.5		2.8	4.5	3.3
Tests and assessments	2.9	3.2	3.3		3.4	5.6	3.9
Subject areas							
English/language arts	1.9	2.2	2.1		2.3	2.7	2.6
Mathematics	3.1	4.0	3.5		3.6	6.3	4.2
Reading	3.0	3.2	3.3		3.5	4.7	4.1
Social studies	2.6	3.3	3.0		3.6	6.0	4.1
Science	2.7	3.8	3.1		3.5	5.5	3.9
Art	2.4	3.5	2.5		3.0	5.2	3.6
Other	1.3	2.0	1.4		—	—	—
Source of directives and suggestions							
School administration	2.7	3.5	3.1		3.4	5.6	4.0
School committee or task force	3.2	3.3	3.8		3.3	3.7	3.7
District staff	2.3	3.6	2.6		1.9	3.5	2.2
District committee or task force	2.1	3.8	2.5		2.0	3.1	2.2
State administration	2.3	2.6	2.5		2.3	3.8	2.7
State committee or task force	2.2	3.0	2.4		2.5	3.3	3.8
Classroom teacher	1.5	1.8	1.7		1.4	4.3	1.6
Students	3.1	3.7	3.5		4.0	4.6	4.6
Other	1.8	2.4	2.1		2.3	3.0	2.5

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S38-4 Standard errors for table 38-4

Types of work and subject areas	Urbanicity				Percentage of minority students enrolled	
	Central city	Urban fringe/ large town	Rural/ small town		Less than 20 percent	20 percent or more
Types of work						
Worksheets	4.6	4.9	5.1		3.7	4.3
Open-ended problems	6.5	4.2	4.3		4.4	4.2
Exploratory investigation	5.0	4.0	3.5		3.3	3.4
Long-term projects	4.6	5.1	3.8		4.8	4.4
Interdisciplinary problems	4.5	3.3	4.3		3.7	3.1
Journal entries	4.4	4.4	4.3		4.1	4.6
Regularly assigned homework	4.7	4.0	4.2		3.3	4.0
Self-reflective writing	4.4	3.8	3.3		3.2	3.7
Narrative writing	4.8	4.3	4.3		3.8	3.5
Audio/video examples	2.5	2.9	2.6		2.4	2.4
Group work	4.7	4.5	4.4		3.9	3.7
Independent work	5.0	3.8	3.2		3.4	3.2
Tests and assessments	5.6	4.2	4.8		4.1	3.6
Subject areas						
English/language arts	3.5	3.3	3.7		2.9	3.1
Mathematics	5.5	4.5	5.2		5.0	3.7
Reading	5.0	5.2	3.6		4.5	3.9
Social studies	5.9	4.9	4.2		4.1	3.9
Science	5.5	3.9	3.8		4.0	3.9
Art	4.4	4.6	2.9		3.3	3.9
Other	2.1	2.7	1.7		2.2	1.4
Source of directives and suggestions						
School administration	4.7	5.3	4.9		4.4	3.8
School committee or task force	4.0	5.9	4.5		4.3	4.2
District staff	4.6	4.7	3.6		3.6	3.8
District committee or task force	4.7	4.8	4.1		3.2	3.5
State administration	3.6	3.9	3.3		2.5	3.5
State committee or task force	3.6	3.7	3.1		2.4	3.0
Classroom teacher	3.3	2.8	2.3		1.9	2.4
Students	5.2	5.4	4.6		4.1	4.4
Other	3.5	3.5	1.7		2.8	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S38-5   Standard errors for table 38-5

Types of work and subject areas	0–5	6–20	21–40	41 or more
Types of work				
Worksheets	11.6	6.1	5.7	4.3
Open-ended problems	12.3	6.0	6.2	3.8
Exploratory investigation	9.2	5.9	4.8	3.6
Long-term projects	11.4	6.2	5.9	3.7
Interdisciplinary problems	9.0	4.9	5.1	2.9
Journal entries	8.6	6.9	5.5	4.1
Regularly assigned homework	13.2	4.1	5.3	4.1
Self-reflective writing	6.8	4.5	6.0	3.4
Narrative writing	9.1	5.9	5.5	3.4
Audio/video examples	9.8	3.4	1.5	2.5
Group work	10.1	6.7	6.3	3.6
Independent work	9.7	5.0	5.7	2.9
Tests and assessments	11.1	6.1	5.6	4.3
Subject areas				
English/language arts	8.0	4.4	5.1	3.2
Mathematics	10.9	5.9	6.0	4.1
Reading	12.4	5.9	6.8	3.6
Social studies	11.0	6.3	6.3	3.8
Science	11.9	5.8	6.5	3.8
Art	9.2	4.9	4.7	3.8
Other	3.9	3.4	3.6	4.5
Source of directives and suggestions				
School administration	10.1	7.2	6.4	4.3
School committee or task force	10.4	7.1	6.4	3.6
District staff	8.2	5.6	5.8	3.7
District committee or task force	8.5	6.4	5.5	3.6
State administration	9.7	3.7	3.6	3.2
State committee or task force	8.2	3.8	3.4	2.8
Classroom teacher	0.0	3.8	4.6	2.1
Students	9.3	6.0	5.2	4.6
Other	8.4	4.5	4.0	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.